

«Тайынша агробизнес колледжі» КММ
КГУ «Тайыншинский колледж агробизнеса»

Бекітемін/Утверждаю
Колледж директоры/
Директор колледжа
Д.Е.Ташегов
31 08 2021 ж.

«Ағылшын тілі» пәні бойынша
жұмыс оқу бағдарламасы

Рабочая учебная программа
по дисциплине «Английский язык»

Жаратылыстану-математика бағытты/
Естественно-математическое направление

Оқыту нысаны күндізгі негізгі орта білім беру негізінде
Форма обучения очная на базе основного среднего образования

Жалпы сағат саны 96, кредиттер 4
Общее количество часов, кредитов

Әзірлеуші
Разработчик Асанова Г.К. Султанова Г.К.
(подпись) Ф.И.О. (при наличии)

Циклдік әдістемелік комиссиясының
отырысында қарастырылды/
Рассмотрена и одобрена на заседании
цикловой методической комиссии
Протокол № 1 от "31" 08 2021г.

Председатель
Асанова Г.К. Асанова Г.К.
(подпись) Ф.И.О.

Explanatory note

The working curriculum has been developed in accordance with the State Mandatory Standard of Technical and Vocational Education approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 362 dated July 23, 2021 and the standard curricula of general secondary education of the Republic of Kazakhstan in 2020.

The work program is designed for specialties:

- 1) 1. **Specialties:** 071600- Mechanization of agriculture
2. **Qualification:** 3W07161601- Repairman, 3W07161602-"Repairman of agricultural machinery", 3W07161602 "Tractor driver of agricultural production"
- 2) 1. **Specialty:** 07320100- Construction and operation of buildings and structures
2. **Qualification:** 3W07320103- "Master of dry construction" ТЗW07320104 – "Master builder of a wide profile», 3W07320105 - "Master of finishing construction works"
- 3) 1. **Specialty:** 10130300-"Catering"
2. **Qualification:** 3W10130301 -Pastry decorator, 3W10130301 "Cook"

Пояснительная записка

Рабочая учебная программа разработана в соответствии с государственным общеобязательным стандартом технического и профессионального образования, утвержденным приказом МОН РК № 362 от 23 июля 2021 года и типовыми учебными планами общего среднего образования Республики Казахстан 2020 года.

Рабочая программа предназначена для специальностей:

- 1) 1. **Специальность:** 07161600- Механизация сельского хозяйства
2. **Квалификация:** 3W07161601- Слесарь-ремонтник, 3W07161602- «Мастер по ремонту с/хтехники», 3W07161602 «Тракторист –машинистс/х производства»
- 2) 1. **Специальность:** 07320100- Строительство и эксплуатация зданий и сооружений
2. **Квалификация:** 3W07320103- «Мастер сухого строительства» ТЗW07320104 – «Мастер-строитель широкого профиля» ,3W07320105 «Мастер отделочных строительных работ»
- 3) 1. **Специальность:** 10130300-«Организация питания»
2. **Квалификация:** 3W10130301 –Кондитер-декоратор, 3W10130301 «Повар»

Distribution of hours by semester

Discipline/ module code and name	Total hours in the module	Including					
		the 1st course		the 2nd course		the 3rd course	
		1 semester	2 semester семестр	3 се semester местр	4 semester семестр	5 semester семестр	6 semester семестр
1	2	3	4	5	6	7	8
ООД04 English	96	34	62				
Total:	96						
Total for training in the discipline/ module	96						

Description of the discipline/module Описание дисциплины/модуля

The program on the subject "English" contributes to the formation of the student's worldview, makes it possible to use information from various fields: socio-cultural, socio-economic, socio-legal, scientific and technical, educational and professional; helps to navigate the global educational space.

The purpose of teaching the discipline "English" is the formation of spiritual values of a person who is ready for self-development and self-improvement, the education of a competent, critically thinking reader who is able to analyze the ideological and artistic content, taking into account the socio-historical, spiritual, and aesthetic aspects of the work.

Objectives of the curriculum:

- 1) To form knowledge, skills and abilities that contribute to successful social adaptation, based on English, considering its relationship with Kazakh and world literature and culture;
- 2) To foster patriotism, citizenship, and an active life position based on the national idea by means of fiction;
- 3) To form an understanding of the value of literature as a spiritual heritage in the conditions of globalization of the modern world;
- 4) to improve the skills of critical analysis, comparison, generalization, the ability to establish analogies and cause-and-effect relationships, classify phenomena, build logical and critical reasoning, conclusions and conclusions based on the analysis of works;
- 5) To form a spiritual and intellectual need to read, improve the skills of critical reading and interpretation of the text, developing the creative abilities of each student;
- 6) Develop communication skills based on a deep understanding, analysis of the ideological-artistic, socio-historical and spiritual-aesthetic aspects of works of various genres;

- 7) To improve the skills of evaluating the content of a work, literary and critical articles in oral or written form, showing competence in the field of research culture;
- 8) To improve the ability of contextual consideration of literary phenomena, the ability to compare literary facts, draw analogies, build literary parallels.

The competence being formed: The content of the program is aimed at forming students' ideas about the spiritual continuity of generations, critical thinking, and the culture of ethical perception. Reading the works of English classics of the 19th century, outstanding works of writers of the 20th century, students discover the meaning of the spiritual quest of literary heroes, their choice of life and social positions; realize the importance of the problem of social justice and the fate of people at the crossroads of history.

Prerequisites: English course is closely related to the previously studied course of English in the school curriculum, which includes oral folk art, literature of the 17th-18th and the first half of the 19th century.

Post-requirements: The course "English" as a general education discipline is the basis for studying the disciplines of the humanities cycle, as well as special disciplines.

1. **Necessary training tools, equipment:** Interactive whiteboard;
2. Multimedia projector;
3. Personal computer, laptop, smartphone;
4. Educational videos, audio recordings, presentations;
5. Textbook and anthology on English of the EMN for the 10th grade, Zhazushy publishing house, 2019

Contact information of the teacher:

Full names Sultanova Gulnara Kabdylkadyrovna tel.: 87014372610, e-mail: gulnara.6601@gmail.com

The standard curriculum is developed in accordance with the State Compulsory Education Standards at all levels, approved by order of the Minister of Education and Science of the Republic of Kazakhstan No. 604 dated October 31, 2018 and standard curricula for primary, basic secondary, general secondary education of the Republic of Kazakhstan, approved by order of the Minister of Education and Science Of the Republic of Kazakhstan No. 500 dated November 8, 2012.

The list of recommended literature was compiled on the basis of the Order of the Minister of Education and Science of the Republic of Kazakhstan dated May 17, 2019 № 217 "On approval of the list of textbooks, educational and methodological complexes, manuals and other additional literature, including on electronic media"

The distinctive feature of the subject programmers' is that they are focused on forming not only subject knowledge, but also a wide range of skills. The system of learning objectives is based on the following core values: Kazakhstani patriotism and civil responsibility respect cooperation work and creativity transparency lifelong learning. The English curriculum aims to provide opportunities for learners to communicate effectively with different audiences. It will achieve this aim through frequent opportunities in the school environment for interaction with peers, teachers and visitors, and through interactive tasks which involve informal and formal spoken

and written presentations. There will also be a focus on out-of-school interaction with learners communicating online and face-to face with speakers of English from other cultures.

Through the study of English learners will understand:

- 1) how English works and rules related to language learning.
- 2) how to deal with a wide range of global and curricular topics both receptively and productively.
- 3) both gist and detailed information in unsupported, extended written texts, talks and narratives.
- 4) how to use a wide range of subject specific vocabulary when developing an argument.
- 5) learners will be able to:
- 6) understand a wide range of fiction of unfamiliar vocabulary from the context.
- 7) speak with an appropriate level of fluency, accuracy, word stress, intonation and formality.
- 8) interact with peers to hypothesis' and give opinions, comments and answers useful

for learners hoping to use English at university and beyond:

- ☐ read a wide range of fiction and non-fiction with confidence and enjoyment.
- ☐ successfully communicate with native English and non-native English speakers.

The English curriculum aims to develop learners who gain the high B2 level of language skills through the following:

- 1) varied tasks, which foster analysis, evaluation and creative thinking;
- 2) exposure to a wide variety of spoken and written sources;
- 3) stimulating and challenging subject matter.

When creating working curricula, the organization of technical and vocational education has the right:

- ☐ choose different teaching technologies, forms, methods of organization and types of control of the educational process;
- ☐ to distribute the total amount of hours of study time into sections and topics (from the amount of hours allocated for the study of the discipline);
- ☐ change the sequence of sections and topics of the discipline, based on specific arguments and facts.

Depending on the requirements of employers and local conditions, it can be changed in order to deepen and expand the list of sections and topics by introducing a regional component.

The systematization of the units has an interdisciplinary connection with professional educational programs of the specialty: Russian language, Kazakh language, geography, world history, cultural studies, the foundations of political science and sociology.

Содержание рабочей учебной программы **The content of the working curriculum**

№	Разделы/результаты обучения	Темы / критерии оценки Topics / evaluation criteria Topics /assessment criteria	Все го часо в	Из них Of these	Тип заняти я	Оцено чные задан ия
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	Sections/Learning outcomes Units/Training results		All the hours				Type of activity	Assessment tasks
				theoretical	Laboratory practical	Industrial training		
1	I Unit. Science and scientific phenomena 1) Understand specific information and the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics. 2) Evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics. 3) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics. 4) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	Topic 1. Science and scientific phenomena. Introductory lesson 1.Organizing and presenting information clearly to others; 2.Identify specific information and the main points in topic; 3.Criticise on the views of others in a growing variety of talk contexts on topic.	5	1			theoretical	Input control
		Topic 2. Interesting facts about genetics. DNA 1)Presenting vocabulary, which is appropriate to topic and genre and which is spelt accurately; 2)Apply comparative degree adverb structures with regular and irregular adverbs. 3)Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.		1			theoretical	Event
		Topic -3. Myth busters (Physics, Chemistry, Biology) 1)Employ speaking and listening skills to provide sensitive feedback to peers; 2)Define the detail of an argument in unsupported extended talk topic; 3) Analyze talk and modify language through paraphrase and correction in talk on topic.		1			theoretical	Oral presentations
		Topic -4. Writing an article 1)Construct talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 2)Practice coherently at text level using a variety of connectors on topic; 3) Apply a variety of quantifiers for countable and uncountable			1		practical	Short film

	5) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics.	nouns and a variety of noun phrases on topic.						
		Topic –5. Unit revision 1)Employ speaking and listening skills to provide sensitive feedback to peers; 2)Define the detail of an argument in unsupported extended talk topic; 3) Analyze talk and modify language through paraphrase and correction in talk on topic.			1		practical	Essay
	II Unit. Natural Disasters 1) Use imagination to express thoughts, ideas, experiences and feelings.	Topic – 6. Natural Disasters 1) Develop imagination to express thoughts, ideas, experiences and feelings; 2) Discuss with peers to make hypotheses about topic; 3) Show meaning from context in extended texts on topic.	5		1		practical	Video
	2) Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics.	Topic –7. Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere) 1)Show appropriate subject-specific vocabulary and syntax to talk about topic; 2) Identify patterns of development in lengthy texts [inter-paragraph level] topic.		1			theoretical	Written reports
	3) Communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics.	Topic - 8. Focus on Kazakhstan: reporting on the causes and consequences of natural disasters 1)Respond to news and feelings in correspondence through a variety of functions on topic; 2) Apply perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life, on topic.		1			theoretical	Group work
	4) Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics.	Topic - 9. Prediction and prevention of natural disasters 1) Develop imagination to express thoughts, ideas, experiences and feelings; 2) Discuss with peers to make hypotheses about topic; 3) Show meaning from context in extended texts on topic.			1		practical	Case task

	5) Communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics	Topic - 10. Unit revision 1) Develop imagination to express thoughts, ideas, experiences and feelings; 2) Discuss with peers to make hypotheses about topic; 3) Show meaning from context in extended texts on topic.			1		practical	Role plays
	III Unit. Virtual reality 1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	Topic – 11. Virtual reality. Introductory lesson 1)Employ speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Identify specific information and the main points in topic.	4	1			theoretical	colloquium
	2) Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.	Topic - 12. Developing and evaluating mobile applications 1)Modify appropriate subject-specific vocabulary and syntax to talk about topic; 2) Demonstrate style and register to achieve appropriate degree of formality in a growing variety of written genres on topic.		1			theoretical	Oral presentations
	3) Develop and sustain a consistent argument when speaking or writing.	Topic -13. Expressing and justifying opinions about 2D games 1)Developing and sustaining a consistent argument when speaking or writing; 2) Recognize inconsistencies in argument in extended talk on r subjects.			1		practical	Group work
	4) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects.	Topic -14. Unit revision 1)Emphasize written work at text level on topic with a good degree of accuracy; 2)Apply a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on topic; 3) Identify patterns of development in lengthy texts [inter-paragraph level] on topics.			1		practical	Role plays
	IV Unit. Organic and non-organic worlds 1) Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of	Topic -15. Organic and non-organic worlds. Introductory lesson 1) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; Show own and others' point of view topic;	4	1			theoretical	Input control

<p>general and curricular topics, including talk on a limited range of unfamiliar topics.</p> <p>2) Explain and justify own and others' point of view on a wide range of general and curricular topics</p>	<p>2) Report main points in extended texts on topic.</p>							
	<p>Topic -16. Discussing the difference between organic and non-organic food</p> <p>Apply a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on topic.</p>			1			practical	Group work
	<p>Topic -17. Analyzing the advantages and disadvantages of befouls</p> <p>Use imagination to express thoughts, ideas, experiences and feelings;</p>		1				theoretical	colloquium
	<p>Topic -18. Unit revision</p> <p>Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.</p>			1			practical	Role plays
<p>V Unit. Reading for pleasure</p> <p>1) Use speaking and listening skills to provide sensitive feedback to peers.</p> <p>2) Understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics.</p>	<p>Topic – 19. Reading for pleasure. Introductory lesson</p> <p>1)Present main points in extended texts on topic;</p> <p>2)Use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;</p>		1				theoretical	Input control
	<p>Topic – 20. Learners read a non-fiction text</p> <p>Apply a variety of abstract compound nouns and complex noun phrases on topic.</p>			1			practical	Group work
<p>VI Unit. Capabilities of human brain</p> <p>1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>2) Use a wide range of familiar and unfamiliar paper and digital</p>	<p>Topic – 21. Capabilities of human brain. Introductory lesson</p> <p>1)Practice writing as a means of reflecting on and exploring a range of perspectives on the world;</p> <p>2)Show specific information in unsupported extended talk on topic;</p> <p>3)Ask to complex questions to get information topic;</p> <p>4) Choose paper and digital reference resources to check meaning and extend understanding.</p>	5	1				theoretical	Input control
	<p>Topic – 22. Investigate and report on the functions of the brain</p>		1				theoretical	colloquium

	reference resources to check meaning and extend understanding.	1) Communicate to news and feelings in correspondence through a variety of functions on topic; 2) Apply a wide variety of question types on topic.						
	3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	Topic – 23. Multiple intelligences self-*study project 1) Writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Show meaning from context in unsupported extended talk on topic; 3) Respond to complex questions to get information topic.			1		practical	Group work
	4) Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Topic – 24. Describing the symptoms of stress and giving advice on how to reduce stress 1) Read a wide range of extended fiction and non-fiction texts on topic; 2) Apply if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on topic.			1		practical	Group work
	5) Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.	Topic – 25. Unit revision 1) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; 2) Communicate with peers to make hypotheses about topic; 3) Realize main points in extended texts on topic.			1		practical	Oral presentations
	VII Unit. Breakthrough technologies 1) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects.	Topic – 26. Breakthrough technologies. Introductory lesson 1) Identify inconsistencies in argument in extended talk on subject; 2) Ask to complex questions to get information topic; 3) Identify the attitude or opinion of the writer in extended texts on topic.	4	1			theoretical	Input control
	2) Ask and respond to complex questions to get information about a	Topic – 27. Nanotechnology 1) Punctuate written work at text level on topic with a good degree of accuracy;			1		practical	Group work

	wide range of general and curricular topics.	2) Apply a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on topic.						
	3) Use speaking and listening skills to provide sensitive feedback to peers.	Topic – 28. Robotics 1)Practice speaking and listening skills to provide sensitive feedback to peers; 2) Realize the detail of an argument in unsupported extended talk on topic.			1		practical	colloquium
	4) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; interact with peers to make hypotheses about a wide range of general and curricular topics.	Topic – 29. Unit revision 1)Communicate with peers to make hypotheses about topic; 2)Identify inconsistencies in argument in extended texts on topic; 3) Evolve with support coherent arguments supported when necessary by examples and reasons for topic.			1		practical	Role plays
	VIII Unit. Space X 1) Use imagination to express thoughts, ideas, experiences and feelings.	Topic – 30. Space facts. Introductory lesson 1)Demonstrate imagination to express thoughts, ideas, experiences and feelings; 2)Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; 3) Employ appropriate subject-specific vocabulary and syntax to talk topic.	8		1		practical	Group work
	2) Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.	Topic – 31. Things you did not know about space 1)Show meaning from context in extended texts on topic; 2)Write coherently at text level using a variety of connectors on topic; 3) Apply infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb topic.			1		practical	Oral presentations
	3) Use talk or writing as a means of reflecting on and exploring a range	Topic – 32. Analysis of sci-fi film from different perspectives (physics, biology, economics)			1		practical	Role plays

	of perspectives on the world.	1)Talk as a means of reflecting on and exploring a range of perspectives on the world; 2) Realize speaker viewpoints and extent of explicit agreement between speakers on topic.						
	4) Explain and justify own and others' point of view on a wide range of general and curricular topics.	Topic – 33. Independent project. Introductory lesson 1)Explain own and others' point of view on topic; 2)Choose paper and digital reference resources to check meaning and extend understanding; 3) Apply a wide variety of conjunctions topic.		1			theoretical	Oral presentations
		Topic – 34. NASA. Reaching for the stars 1)Explain own and others' point of view on topic; 2)Choose paper and digital reference resources to check meaning and extend understanding; 3) Apply a wide variety of conjunctions topic.		1			theoretical	colloquium
		Topic – 35. The universe. How did it all begins? 1)Explain own and others' point of view on topic; 2)Choose paper and digital reference resources to check meaning and extend understanding; 3) Apply a wide variety of conjunctions topic.			1		practical	Group work
		Topic – 36. Space colonization 1)Explain own and others' point of view on topic; 2)Choose paper and digital reference resources to check meaning and extend understanding; 3) Apply a wide variety of conjunctions topic.			1		practical	Role plays

		Topic – 37. Unit revision 1) Explain own and others’ point of view on topic; 2) Choose paper and digital reference resources to check meaning and extend understanding; 3) Apply a wide variety of conjunctions topic.		1			theoretical	Oral presentations
	IX Unit. Making connections in biology 1) Use speaking and listening skills to solve problems creatively and cooperatively in groups. 2) Understand the detail of an argument in							

	unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; curricular topics.							
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	<p>X Unit. Investigate and report on animal world bats eagles bees and dolphins</p> <p>1) Organize and present information clearly to others, recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topic.</p> <p>2) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.</p>							
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	<p>3) Use speaking and listening skills to provide sensitive feedback to peers.</p> <p>4) Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.</p> <p>XI Unit. Human brain</p> <p>Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Use speaking and listening skills to provide sensitive feedback to peers.</p>							
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	<p>Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>Interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics.</p> <p>Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics.</p>						
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	<p>XII Unit. Investigate and report on timekeeping devices/Science video</p> <p>Evaluate and respond constructively to feedback from others.</p> <p>2) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.</p> <p>Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.</p> <p>Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics.</p>						
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IX Unit. Making connections in biology	Topic –38. Making connections in biology 1) Practice speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Show the detail of an argument in unsupported extended talk on topic; 3) Employ appropriate subject-specific vocabulary and syntax to talk topic.	10	1			theoretical	Input control
2) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; curricular topics.	Topic –39.Starter. Timeline in biology. Introductory lessons 1) Read a wide range of extended fiction and non-fiction texts on topic; 2) Communicate to news and feelings in correspondence through a variety of functions on topic;			1		practical	Group work

		3) Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on topic.						
		Topic –40. Journey biological understanding 1)Read a wide range of extended fiction and non-fiction texts on topic; 2)Communicate to news and feelings in correspondence through a variety of functions on topic; 3) Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on topic.			1		practical	Role plays
		Topic –41. Modern genetics. Gregory Mendel Communicate to news and feelings in correspondence through a variety of functions on topic;			1		practical	Group work
		Topic –42. Taxonomy. Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on topic.			1		practical	colloquium
		Topic –43. Blood types. Communicate to news and feelings in correspondence through a variety of functions on topic;		1			theoretical	Oral presentations
		Topic –44. Formal and informal writing Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on topic.			1		practical	Role plays
		Topic –45. Biology cloning Communicate to news and feelings in correspondence through a variety of functions on topic;			1		practical	Event
		Topic –46. The scientist behind a new domain of life Apply a variety of compound adjectives, adjectives as participles, comparative structures			1		practical	Group work

<p>X Unit. Investigate and report on animal world bats eagles bees and dolphins Organize and present information clearly to others, recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topic.</p> <p>2) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>3) Use speaking and listening skills to provide sensitive feedback to peers.</p> <p>4) Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.</p>	indicating degree, and intensifying adjectives on topic.						
	Lesson topic –47. Unit revision Communicate to news and feelings in correspondence through a variety of functions on topic;		1			theoretical	Video
	Topic -48. Investigate and report on animal world bats eagles ,bees and dolphins Organizing and presenting information clearly to others;	10	1			theoretical	Input control
	Topic -49. Introduction to the topic Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic;			1		practical	Oral presentations
	Topic -50. The animal world Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic.			1		practical	Event
	Topic -51. Analyzing the specific features of animals Read a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, topic;			1		practical	Group work
	Topic -52. Golden Eagles Expand with minimal support coherent arguments supported when necessary by examples and reasons for topic;			1		practical	colloquium
	Topic -53. Bats Apply a variety of adjectives complemented by that, infinitive and wh- clauses on topic.			1		practical	Event
	Topic -54. Dolphins Practice speaking and listening skills to provide sensitive feedback to peers;			1		practical	Role plays
	Topic -55. Presentation of the animals specific features Show the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;		1			theoretical	Video
	Topic -56. Life cycle of a honey bee Respond with appropriate syntax and vocabulary to open-ended			1		practical	Group work

<p>XI Unit. Human brain</p> <p>1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>2) Use speaking and listening skills to provide sensitive feedback to peers.</p> <p>3) Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>Interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics.</p> <p>4) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p>	higher-order thinking questions on topic.						
	Topic -57. Unit revision Employ complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics; Write with grammatical accuracy on a wide range of general and curricular topics; Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic.		1			theoretical	colloquium
	Topic -58. Human brain 1) Talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Present formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics; 3) Realize specific information and detail in extended texts on topic.	9		1		practical	Input control
	Topic -59. Amazing human brain facts (based on the latest science) 1) Practice speaking and listening skills to provide sensitive feedback to peers; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.		1			theoretical	Oral presentations
	Topic -60. Brain Technology 1) Communicate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Use style and register to achieve an appropriate degree of formality in topic;			1		practical	Group work
	Topic -61. Neurons. A new type of brain cell Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.		1			theoretical	Event
	Topic -62. Using memory techniques 1) Talk or writing as a means of reflecting on and exploring a			1		practical	Role plays

<p>5) Use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics.</p> <p>XII Unit. Investigate and report on timekeeping devices/Science video</p> <p>1) Evaluate and respond constructively to feedback from others.</p> <p>2) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics,</p>	<p>range of perspectives on the world; 2) Identify inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics.</p>						
	<p>Topic -63. Giving and following instructions (How to use a device) 1) Communicate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Apply a growing variety of impersonal and cleft structures on topic.</p>			1		practical	colloquium
	<p>Topic -64. Biology how memories are formed. 1) Communicate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Apply a growing variety of impersonal and cleft structures on topic.</p>			1		practical	Group work
	<p>Topic -65. Mind over memory 1) Communicate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Apply a growing variety of impersonal and cleft structures on topic.</p>			1		theoretical	Oral presentations
	<p>Topic -66. Unit revision 1) Communicate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Apply a growing variety of impersonal and cleft structures on topic.</p>		1			theoretical	Video
	<p>Topic –67. Investigate and report on timekeeping devices/Science video 1) Realize the main points in unsupported extended talk on topic; 2) Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions topic.</p>	7	1			theoretical	Input control
	<p>Topic -68. Introduction to the topic 1) Employ independently appropriate layout at text level on topic;</p>			1		practical	Group work

<p>including some unfamiliar topics.</p> <p>3) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.</p> <p>4) Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics.</p>	2) Apply of affixes with appropriate meaning and correct spelling on topic.						
	Topic -69.The history of time keeping devices Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic;			1		practical	Event
	Topic -70.The calendar Realize specific information and detail in extended texts on topic; Use style and register to achieve an appropriate degree of formality in topic.			1		practical	Role plays
	Topic -71.Presenting the information through the PPT 1) Explain a wide range of extended fiction and non-fiction texts on topic; 2) Reply to news and feelings in correspondence through a variety of functions on topic;		1			theoretical	Video
	Topic -72. Effective slideshow presentation Apply a range of affixes with appropriate meaning and correct spelling on topic.			1		practical	Group work
	Topic -73. Unit revision Realize specific information and detail in extended texts on topic; Use style and register to achieve an appropriate degree of formality in topic.		1			theoretical	Event
XIII Unit. Work and inventions 1) Use speaking and listening skills to solve problems creatively and cooperatively in groups. 2) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics. 3) Organize and present information clearly to others.	Topic -74. Investigating the world of work 1) Apply speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Report the detail of an argument in unsupported extended talk on topic.	5		1		practical	Input control
	Topic -75. Considering success in business 1) Cooperate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Inform specific information and detail in extended texts on topic.			1		practical	Video
	Topic -76.Comparing analyzing and ranking inventions. Design your own invention. Big ideas. 1) Organizing and presenting information clearly to others;		1			theoretical	Case task

	<p>4) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.</p> <p>5) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics.</p>	<p>2) Report the detail of an argument in unsupported extended talk on topic; 3) Inform own and others' point of view on topic.</p>						
		<p>Topic -77.Special talents and inventions. Comparing analyzing and ranking inventions. Design your own invention</p> <p>1) Show specific information and detail in extended texts on topic; 2) Organize write, edit and proofread work at text level independently on topic; 3) Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.</p>			1		practical	Group work
		<p>Topic -78.Unit revision</p> <p>1) Show appropriate subject-specific vocabulary and syntax to talk about topic; 2) Apply a growing variety of impersonal and cleft structures on topic.</p>		1			theoretical	Role plays
	<p>XIV Unit. STEM</p> <p>1) Develop intercultural awareness through reading and discussion.</p> <p>2) Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.</p>	<p>Topic -79.STEM is part of modern world</p> <p>1) Evolve intercultural awareness through reading and discussion; 2) Realize specific information in unsupported extended talk on topic; 3) Talk and modify language through paraphrase and correction in talk on topic.</p>	7		1		practical	Input control
		<p>Topic -80. Intelligent energy storage</p> <p>1) Read a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, topic; 2) Write coherently at text level using a variety of connectors on topic; 3) Apply a range of transitive and intransitive verb complementation patterns topic.</p>			1		practical	Case task

	3) Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	Topic -81.Discussing controversial issues Analyzing academic language 1) Employ imagination to express thoughts, ideas, experiences and feelings; 2) Realize implied meaning in unsupported extended talk on topic; Inform complex and abstract main points in extended texts on topic; 3) Report to news and feelings in correspondence through a variety of functions on topic.			1		practical	Group work
	4) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	Topic -82.Energy storage solutions 1) Employ speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Report speaker viewpoints and extent of explicit agreement between speakers on topic; Inform own and others' point of view on topic; 3) Choose paper and digital reference resources to check meaning and extend understanding.			1		practical	Event
	5) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics.	Topic –83.Types of energy 1)Organize write, edit and proofread work at text level independently on topic; 2) Apply a growing variety of more complex prepositional phrases including those relating to concession and respect use a variety of multi-word verbs of different syntactic types on topic.		1			theoretical	Role plays
		Topic -84.Thermal energy storage 1)Organize write, edit and proofread work at text level independently on topic; 2) Apply a growing variety of more complex prepositional phrases including those relating to concession and respect use a variety of multi-word verbs of different syntactic types on topic.			1		practical	Group work

		Topic -85.Unit revision 1)Organize write, edit and proofread work at text level independently on topic; 2) Apply a growing variety of more complex prepositional phrases including those relating to concession and respect use a variety of multi-word verbs of different syntactic types on topic.		1			theoretical	Case task
	XV Unit. Reading for Pleasure 1) Use imagination to express thoughts, ideas, experiences and feelings. 2) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics; 3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	Topic -86.Genres of literature, elements in fiction, imagery 1) Employ imagination to express thoughts, ideas, experiences and feelings; 2) Realize speaker viewpoints and extent of explicit agreement between speakers topic.	3		1		practical	Input control
		Topic -87.Learns read non-fiction 1) Comment on the views of others in a growing variety of talk contexts topic. 2) Report specific information and detail in extended texts on topic; 3) Write coherently at text level using a variety of connectors on topic.			1		practical	Oral presentations
		Topic -88.Unit revision 1) Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Imagine the main points in unsupported extended talk topic.		1			theoretical	Role plays
	XVI Unit. Recent advances in technology 1) Develop intercultural awareness through reading and discussion.	Topic – 89. A variety of technological, mobile and application tools for personal, educational and professional use educational and professional use. Apps in education 1) Evolve intercultural awareness through reading and discussion; 2) Realize implied meaning in unsupported extended talk on topic; 3) Estimate on the views of others in a growing variety of talk contexts on topic.	5	1			theoretical	Input control

<p>2) Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.</p>	<p>Topic – 90. A variety of technological, mobile and application tools for personal, educational and professional use educational and professional use. Apps for personal and professional use</p> <p>1) Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topic; 2) Evolve with minimal support coherent arguments supported when necessary by examples and reasons for topic; 3) Apply a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] topic.</p>			1		practical	Group work
	<p>Topic – 91. Technology</p> <p>1) Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topic; 2) Evolve with minimal support coherent arguments supported when necessary by examples and reasons for topic;</p>			1		practical	Role plays
	<p>Topic – 92. Options for future careers. Producing information leaflets</p> <p>Apply a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] topic.</p>			1		practical	Case task
	<p>Topic -93. Unit revision</p> <p>1) Evolve intercultural awareness through reading and discussion; 2) Realize implied meaning in unsupported extended talk on topic;</p>		1			theoretical	Oral presentations
	<p>Topic – 94. Introduction to the topic. Wearables and enhanced clothing, psychotextiles ,polyester</p>	3	1			theoretical	Input control
<p>XVII Unit. The clothes of chemistry</p> <p>1) Use talk or writing as a means of reflecting on</p>							

	and exploring a range of perspectives on the world.	1) Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.						
	2) Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	Topic – 95. Investigating the resources and processes involved in manufacturing clothes 1) Modify language through paraphrase and correction in talk on topic; 2) Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topic.			1		practical	Group work
	3) Develop intercultural awareness through reading and discussion. Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.	Topic –96. Researching the textile industry 1) Evolve intercultural awareness through reading and discussion; 2. React with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic; 2) Identify inconsistencies in argument in extended texts on a range of more complex and abstract topics.			1		practical	Role plays

